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ABSTRACT

This annual report for fiscal year 1996 for the Educational Coordinating Council for Correctional Institutions in Maryland provides information on the inmate population, school improvement, technology, correctional education libraries and technology, special education, and the Occupational Skills Training Center. Eleven tables reflect composite reporting of operations and outcomes for schools and libraries during the fiscal year and compared to the prior year. According to the report, service during the year was disrupted because of a state legislative debate over funding and subsequent unfilled staff positions. This situation had a negative impact on operations, although the final outcome in the legislature was positive. operations were negatively impacted by these events. The final statistics reflect "mixed" results. High school diplomas issued fell by approximately 9 percent from fiscal 1995--from 895 graduates to 817. Literacy completions and occupational completions increased, whereas enrollment levels fell slightly from the year earlier, primarily because of vacant positions. Postsecondary education was practically eliminated from the program. On the other hand, the institutional libraries were enhanced and their technology upgraded, and services were increased. With the continuation of funding from the legislature, better results are expected in the next year. Two appendixes include minutes of a meeting of the council and state funding legislation. (KC)

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ED 411 407

1996 Report

The Educational Coordinating Council for Correctional Institutions

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Introduction

The mission of Correctional Education in Maryland is to prepare inmates for legitimate success upon their return to the greater community from incarceration. This mission is met by providing opportunities to inmates both to develop academic skills and to prepare for free market employment. Additionally, the Program includes programs of library service for the inmate population. Libraries support formal education programs, provide opportunities for self directed learning, promote constructive leisure time habits, and allow inmates to meet individual information needs.

The overriding issue for the Correctional Education Program of the Maryland State Department of Education during fiscal 1996 was continuation or discontinuation of core aspects of the service. In a time of fiscal constraints and rethinking of public priorities for State expenditures, the educational offerings in the Maryland correctional institutions became somewhat of a public policy issue. The proposed 1997 State operating budget did not include funding for ongoing educational services at the adult secondary level -- and it did not include funding for most existing occupational program operations. These reductions would have entailed terminating the employment of approximately fifty teachers in Maryland's Correctional Education Program, many of whom were long term employees of the Department of Education.

During the course of the legislative session, considerable discussion occurred among representatives of the executive and legislative branches of Maryland State government concerning this issue. The final budget approved by the General Assembly and signed by the governor represented an agreement to retain both secondary education and occupational education within Maryland's Correctional Education Program. This decision represented an acknowledgment of the critical role that education while incarcerated plays with regard to post release adjustment and recidivism rates of recidivism.

Although this final outcome was positive, operations were negatively impacted by these events. A significant number of vacant positions remained frozen during the 1996 fiscal year. In addition to the vacant positions, staff members in filled positions were absent from work and classes were canceled for "out placement" activities including both organized programs of the State and individual job search activities.

These factors are somewhat visible in the 1996 outcome statistics. As it is, the statistics do reflect "mixed" results. Undoubtedly, 1996 statistics would have been very favorable had this interruption not occurred. The benchmark performance measure of high school diplomas issued fell by approximately 9% from fiscal 1995 -- from 895 graduates in fiscal 1995 to 817. Literacy completions and occupational completions increased. Enrollment levels fell slightly from the year earlier levels, primarily due to vacant positions.

The most visible statistical difference in the Correctional Education Program statistics between fiscal 1995 and 1996 resulted from the virtual elimination of post secondary education programs for Maryland inmates. As recently as May 1, 1994, college enrollments exceeded one thousand. Only one class size program remains, a program with the Hagerstown Junior College at the Maryland Correctional Training Center. Due primarily to this factor, the fiscal 1996 tables indicate that the educational participation rates within the Division of Correction and the Patuxent Institution declined by four percentage points from the prior year.

The dramatic impact of this change in college funding can be expected to persist until or unless there is a change in policy at the federal level concerning inmate eligibility for federal student financial assistance. There may be some reason to expect additional dialog on this issue. The current administration is proposing new funding initiatives to support broad participation in two years of post high school education. Additionally, college aid for younger inmates has been authorized by congress, although not funded as yet.

Counter-weighing the reductions in program outcomes associated with the budget issues were significant investments of inmate welfare funds by the Division of Correction into education and library enhancements. Staff augmentations, several using a "night school" model, expanded enrollment capacities where waiting lists were the most significant. Clearly, these enrollment gains also benefited the completion totals. Inmate welfare funds bolstered library services as well. Librarian substitutes were contracted -- allowing for the continuation of services during illnesses or vacations of the assigned librarian. New services were initiated at a large pre-release center, the Central Laundry Pre-release Unit in Sykesville. Welfare funds also supported the LASI service within the correctional libraries, LASI being a centralized legal reference service for inmates.

An additional and unexpected outcome of the 1996 legislative season is an enhancement of the education mandate for Maryland inmates. State law has required "mandatory" educational participation for certain inmates -- those who are unable to demonstrate possession of a high school diploma or that they can perform above the 8th grade achievement level on a standardized test. The 1996 enhancement [copy attached as appendix to this report] requires participation for individuals without a high school credential, regardless of tested level. It also extends the minimum period of participation and includes occupational training as an optional form of educational participation.

The Correctional Education Program continued to respond to capital construction initiatives within the Division of Correction. The school and library of the Maryland House of Correction Annex became fully operational, although without the full benefit of the allocated staffing. Enrollments there rose to 261 by year's end, up from 88 at the same time a year earlier. Given the critical operational issues at that facility, the successful implementation of a large school and library is of particular significance. Plans proceeded through the year for the opening of the

Western Correctional Institution school and library, scheduled for the Summer of 1996. The staff at the Maryland Penitentiary in Baltimore City has responded to the need to serve a new population at that location -- within a newly constructed housing unit called the Metropolitan Transition Services Center. These low security inmates are the precursors to a major change in the population of the entire Penitentiary to a lower security, higher mobility population. This change is expected to become effective with the opening of the Western Correctional Institution during the Summer of 1996. Planning has proceeded toward the implementation of services which will be appropriate to this significantly different population. These service plans are integrated with developing service plans of the Department of Public Safety and Correctional Services.

Population Needs

The inmate population continues to exhibit very severe need for education and educationally related services. These needs impacted significantly on the chances for post release success of these persons, and consequently, on the immediate and broader community. Christopher Reed reports in the May/June issue of Harvard Magazine that, in the U.S. as a whole, "2% of the male work force is incarcerated. Only half of these men could find jobs if free. Since many of them will be free in time, a mass of men, mostly young, with little education, few skills, and poor prospects, is poised to become a drag on the economy."

While the Maryland incarceration rate continues at above the national average, the situation of those persons incarcerated in Maryland is similar to the national population. A 1994 survey of inmates within the Boot Camp program reflected that approximately 45% were unemployed at the time of arrest. Others were employed part time or sporadically. Only 35% reported full-time employment at the time of arrest. Eighty percent on an anonymous self report survey admitted being involved with drugs. High school graduation rates from the admitted population average approximately 15%, with approximately 50% of the entering population scoring below the eighth grade level in reading, math or both. Fewer than one of three inmates reports having experienced any occupationally related education or training.

School Improvement

Education in Maryland is restructuring and reforming public education under the vigorous leadership of the State Board of Education and the State Superintendent of Schools with strong support in the executive and legislative branches of Maryland State government. The educators and librarians in Maryland's Correctional Education Program schools are privileged to be administratively within the center of this activity. Results driven school improvement efforts are contributing to the future economic viability of Maryland, and of the Nation. Within the correctional schools, program success translates into an improved quality of life for former inmates and their families (by improving releasee's educational and employment opportunities),

and for all citizens of Maryland (by decreasing crime and by increasing self sufficiency within the families of former offenders).

School improvement in the correctional schools shares basic characteristics with the reform initiative Statewide. What is most important, it is result driven. While the measurable outcomes differ significantly from those in Maryland's public schools for school age children, in both cases data must be identified, measured, reported over time, and utilized to drive school improvement. Fiscal 1996 saw continued emphasis on the development of the data collection and analysis system, and on the development of clearly defined data-based areas -- both efforts to support long term school improvement in correctional education.

Efforts to support instructional improvement continue on an equal footing with the initiatives to set up school-based school improvement teams. In service training and improved technology are the two major focus areas in instructional improvement. School improvement teams have now been formally organized within each major correctional school. They will work toward a goal of developing a school wide improvement plan for fiscal 1997 implementation.

Technology

Despite a tight budget in fiscal 1996, high priority was placed on computer purchases within the discretionary federal funds available to the Correctional Education program. Four networked computer labs were purchased with Chapter I, Neglected and Delinquent funds. The labs are being equipped with life skills and career development software purchased from the same funding source. Software selection involved an active teacher dominated selection committee. Installation of the labs is continuing during the Summer of 1996 for full operation by the Fall semester.

Technology is being acquired and customized to support data functions within Correctional Education. After successful pilots during the 1996 fiscal year, the Management Information System (MIS) in Correctional Education is being implemented for system wide operation during fiscal 1997. Hardware and software acquired during fiscal 1996 will support an operating "Intranet" data transfer system between the correctional education schools and two administrative offices. Requirements have included capable PC's in each school office, modems, and software. Correctional Education has been fortunate that a vocational instructor, Mr. Michael Rohrbaugh, has been capable and highly motivated to work on the development of the computerization.

Plans include the more direct and efficient linkage of the records within Correctional Education to that of the Literacy Works data system at the Department of Education, the GED office at the Department of Education, and the criminal justice data system titled OBSIS at the Department of Public Safety and Correctional Services. These linkages will allow for continuity between the

statistical records of these other data systems and the Correctional Education Program. Principals and other education staff will be able to obtain individual student data readily that may include participation at more than one correctional school site. Unduplicated counts of student involvement and longitudinal achievement data will be assured. Tracking of program graduates through the correctional system and into release status will be a much more practical matter.

The new Management Information System is seen as an essential element in the school improvement effort. Data on enrollment, attendance, and achievement plus pertinent demographic and correction information will enable the school improvement teams to evaluate the effectiveness of each program and make plans for improving instruction -- plans based on valid and extensive information. What is most important, there will be a mechanism in place to evaluate the success of improvement efforts.

Correctional Education Libraries and Technology

During fiscal 1996 Correctional Education Libraries have focused on using computers and telecommunications technology to enable maximum benefit from the Maryland Library Network and Maryland's Online Information Network (SAILOR). It is necessary that staff be equipped with the hardware, software and skills to continue a resource sharing relationship with other Maryland libraries.

Librarians are piloting Maryland's new electronic form of inter library loan (SAILS). The Maryland Correctional Institution for Women has been designated as the SAILS center. It is a program goal to do all inter library loan requests by computer. Nancy Dysart, the MCIW librarian oversees the system wide inter library loan transactions.

Librarians are being trained to use E-mail as part of their reference work. Any librarian in the system who is unable to answer a reference question locally can post the question online. All librarians will participate online in answering reference questions and providing research strategies to each other by computer and modem.

Compact Disc (CD ROM) products have allowed for the provision of legal reference resources to inmates system wide. Legal CD ROM data base materials are used to satisfy the Division of Correction mandate to provide access to the courts.

During fiscal 1996 a new service was established for inmates under sentence of death now housed at the Maryland Correctional Adjustment Center. In order to provide resources to access the courts, computer workstations were set up in each of two housing units. Each workstation contains both state and federal law on CD Rom.

State general funds for library materials have fallen significantly, to less than half what was

available just two years ago. Several facilities have experienced fewer circulations due to the declining book budget. This, along with the uncertain availability of federal library funds, demands a restructuring of libraries in Correctional Education. Technology is being applied where possible as a less expensive way to deliver information. Procedures to share limited resources are increasingly important. Book donations have become an increasingly significant source of materials in the libraries.

Brenda Vogel, the Library Coordinator for the Correctional Education Program, wrote a three-part series on technology and its place in the prison library for the American Correctional Association's Corrections Today magazine. Officials and representatives of other states have sought further information on how Maryland has applied technology in the adult prison system to meet program objectives with increased efficiency.

Special Education

Correctional Education staff began Fiscal year 1996 by refocusing and occasionally expanding program goals for special education. Encouraged by the resolution of the Melvin C. et al law suit in FY 95, staff continued to meet the requirements of State and federal laws and develop unique services for the disabled students in the correctional education population. Goals included staff development and training for all staff, and increased and improved collaborative efforts with the Division of Correction to provide a variety of services and opportunities to students with disabilities.

An additional all staff day was held in fiscal 1996 during the Fall. At this successful event, training was provided with an emphasis on the identification and remediation of students with learning disabilities. Staff responded favorably to two very capable trainers from the Prince Georges Community College. Workshops were held on the techniques in teaching both reading and mathematics, and on the responsibilities of all staff for participation of the special education process, from initial referral to direct instruction. An immediate response was evident in the level of participation on institutional screening committees by academic and vocational instructors, and also an increase in the formal and informal sharing of ideas for effective instruction.

Additions to the special education staff this past year have included a much needed school psychologist and special education teachers with specific responsibilities to provide transition services and to teach life skills. Invaluable support was provided by the State consultant for psychological services. With these new staff members and additional support, delivery of services to eligible students has been enhanced. Plans for FY97 include exploring resources within the State Department of Education, the Division of Correction (DOC) and other agencies. Correctional Education will become actively involved with the Department's "Special Education Transition Initiative" for adult education and work with the psychological and social work staff

of DOC in the development of agency related support services for special education students returning to the community.

New policies and procedures are in place for the screening of all inmates less than twenty-one years of age. These include contact with the county detention centers. Successful working relationships have been established with school staff members at both the Baltimore City and Baltimore County detention centers, and plans include attempts to establish relationships with additional centers regionally. Detention centers' staff members have been welcomed in visits to the MSDE school programs. They have also been included in special education training sessions. These liaisons have resulted in the early identification of active special education students entering the adult correctional system and the receipt of informative school records.

The Correctional Education Program of MSDE continues to be challenged legally by attorneys from the Public Justice Center on matters related to the identification of students eligible for special education. In all but one case, these issues have been resolved at the school level. In the one exception, MSDE was successful in winning the case at the administrative hearing level. Excellent representation continues to be provided from the Attorney General's Office. The support and confidence of the attorneys has been valuable and appreciated. Staff within the Program invested great energy and ownership in this case. The decision in favor of the Agency helped to affirm that special education programs in MSDE's Correctional Education Program are operated in full compliance with State and federal law, and that special education programs and services are beneficial to the intended recipients.

Occupational Skills Training Center

The Occupational Skills Training Center, OSTC, a non-residential training center at the Maryland Penitentiary site, continues to be the centerpiece in the Department of Public Safety and Correctional Services of occupational preparation of soon to be released male and female prison inmates. 325 students received occupational training and support services in fiscal year 1996 with a total of 188 graduates, up from 123 graduates the prior year. The Center's enrollment was 114 as of May 1, 1996.

Since the Center opened in February 1993 the programs have increased to 6 skilled training areas and 2 support programs (Computerized Job Skills Education Program -- JSEP -- and the federally funded Life Skills program). In the upcoming fiscal year we are planning to open one new program in commercial roofing. The commercial roofing program will be a partnership with Roofers, Inc., a Baltimore based company which insures program support and job placement opportunities to all graduates. The new program will increase the Center's enrollment and while assuring that additional participants have excellent job placement opportunities.

Effective fiscal year 1996, The Correctional Education Program assumed direct management of

the Center with the hiring of a Correctional Education Principal, Mr. Monroe Fuller, assigned to the Maryland Penitentiary school and the OSTC. Since his assignment, accountability of the Center has improved along with total number of graduates. The job developer position candidate has been approved and should be on board no later than July, 1996. This position will add much needed support to career development, advisory committees and job placement to all graduates of OSTC and also produce a job bank to be used for employment opportunities for correctional program completers in other institutions not able to be enrolled at OSTC.

Operational Tables

The following tables reflect composite reporting of operations and outcomes for schools and libraries in the Correctional Education Program during the 1995 fiscal year and compared to the year earlier.

Correctional Education Program
Library Assistance to State Institutions (LASI)

Institutional Library	FY95 # of Requests	FY96 # of Requests	FY95 # of Cites	FY96 # of Cites	FY95 # of Law Reviews	FY96 # of Law Reviews
Eastern Correctional Institution, East Compound	1064	624	4259	2572	21	13
Eastern Correctional Institution, West Compound	605	656	2310	2621	5	10
Eastern Correctional Institution - Annex	42	14	158	43	1	0
Maryland Correctional Institution Hagerstown	968	762	3893	3110	14	7
Maryland Correctional Training Center (Hagerstown)	403	467	1502	1658	8	15
Roxbury Correctional Institution (Hagerstown)	1405	793	5916	3116	69	10
Maryland Penitentiary (Baltimore)	2203	927	9373	4006	24	6
Maryland Reception, Diagnostic Class Center (Baltimore)	60	15	196	13	0	0
Metropolitan Transition Services Center	11	66	44	53	0	0
Maryland Correctional Adjustment Center (Baltimore)	615	710	2420	3035	11	12
Patuxent Institution (Jessup)	210	381	719	1303	4	32
Maryland House of Correction (Jessup)	691	982	2672	4112	28	49
Maryland Correctional Institution Jessup	421	547	1379	1977	1	5
Maryland House of Correction - Annex (Jessup)	1888	3552	7564	16565	32	98
Brockbridge Correctional Facility	15	21	44	67	1	0
Maryland Correctional Institution for Women (Jessup)	214	192	809	628	4	3
Jessup Pre-Release Unit	61	92	241	316	11	0
Central Laundry Facility (Jessup)	42	10	144	34	0	8
Totals	**11013**	**10834**	**43738**	**45305**	**329**	**260**

Correctional Education Libraries

Library Statistics Comparison By Program

Institutional Library Site	FY94 Number of Patrons Served	FY95 Number of Patrons Served	FY96 Number of Patrons Served	FY94 Number of Books Circulated	FY95 Number of Books Circulated	FY96 Number of Books Circulated
Eastern Correctional Institution, East Compound	17,931	22,316	16,553	25,364	28,086	21,638
Eastern Correctional Institution, West Compound	19,228	21,867	27,218	14,785	17,497	18,146
Maryland Correctional Institution Hagerstown	17,872	23,750	28,500	14,236	16,771	12,551
Maryland Correctional Training Center (Hagerstown)	19,967	20,698	22,819	35,873	31,554	32,167
Roxbury Correctional Institution (Hagerstown)	27,249	31,565	21,880	23,375	30,141	22,249
Baltimore Compound (Maryland Penitentiary, Maryland Correctional Adjustment Center, Maryland Reception Diagnostic and Classification Center, Baltimore City Correctional Center, Metropolitan Transition Services Center)	55,976	35,888	45,005	14,711	17,907	26,537
Patuxent Institution (Jessup)	5,234	10,018	8,974	5,786	11,422	7,915
Maryland House of Correction (Jessup)	20,146	25,946	36,847	16,263	15,374	22,345
Maryland Correctional Institution Jessup	12,504	22,423	23,909	8,207	11,142	9,477
Maryland House of Correction - Annex (Jessup)	3,952	13,032	24,001	3,226	6,330	28,006
Brockbridge Correctional Facility	NA	9,338	10,055	NA	4,008	3,782
Maryland Correctional Institution for Women (Jessup)	14,179	8,369	23,514	17,667	7,617	24,511
Jessup Pre-Release Unit (Open 8 hours per week)	NA	5,008	7,201	NA	2,002	2,255
Total	214,238	250,218	296,476	179,493	199,851	231,675

Correctional Education Program

Literacy Completions Comparison by School

Institutional School	FY94	FY95	FY96
Eastern Correctional Institution, East Compound School	120	97	94
Eastern Correctional Institution, West Compound School	73	89	107
Maryland Correctional Institution, Hagerstown	166	93	178
Maryland Correctional Training Center (Hagerstown)	57	148	134
Roxbury Correctional Institution (Hagerstown)	132	144	134
Maryland Penitentiary (Baltimore)	0	10	0
Patuxent Institution (Jessup)	140	91	22
Maryland House of Correction (Jessup)	32	27	34
Maryland Correctional Institution, Jessup	33	32	75
Maryland House of Correction - Annex (Jessup)	0	0	0
Maryland Pre-Release System (statewide)	141	39	105
Maryland Correctional Institution for Women (Jessup)	34	89	32
Total	**928**	**859**	**915**

Correctional Education Program

High School Diplomas Awarded

Institutional School	FY94	FY95	FY96
Eastern Correctional Institution, East Compound School	37	65	53
Eastern Correctional Institution, West Compound School	17	53	87
Maryland Correctional Institution, Hagerstown	15	28	56
Maryland Correctional Training Center (Hagerstown)	143	177	134
Roxbury Correctional Institution (Hagerstown)	92	133	122
Maryland Penitentiary (Baltimore)	73	62	11
Patuxent Institution (Jessup)	34	30	16
Maryland House of Correction (Jessup)	28	24	26
Maryland Correctional Institution, Jessup	65	66	59
Maryland House of Correction - Annex (Jessup)	22	42	12
Maryland Pre-Release System (statewide)	120	200	199
Maryland Correctional Institution for Women (Jessup)	30	15	42
Total	**676**	**895**	**817**

Correctional Education Program

Post Secondary Completions by Facility

Institutional School	FY94	FY95	FY96
Eastern Correctional Institution. East Compound School	7	12	0
Eastern Correctional Institution. West Compound School	1	9	0
Maryland Correctional Institution. Hagerstown	0	0	0
Maryland Correctional Training Center (Hagerstown)	20	22	6
Roxbury Correctional Institution (Hagerstown)	0	0	0
Maryland Penitentiary (Baltimore)	22	50	0
Patuxent Institution (Jessup)	0	0	0
Maryland House of Correction (Jessup)	20	33	0
Maryland Correctional Institution. Jessup	13	15	0
Maryland House of Correction - Annex (Jessup)	0	0	0
Maryland Pre-Release System (statewide)	0	0	0
Maryland Correctional Institution for Women (Jessup)	0	5	0
Total	**83**	**146**	**6**

Correctional Education Program

Occupational Completions Comparison by School

Institutional School	FY94	FY95	FY96
Eastern Correctional Institution, East Compound School	34	59	69
Eastern Correctional Institution, West Compound School	69	45	52
Maryland Correctional Institution, Hagerstown	48	56	59
Maryland Correctional Training Center (Hagerstown)	140	93	148
Roxbury Correctional Institution (Hagerstown)	194	160	132
Maryland Penitentiary (Baltimore)	0	0	0
Patuxent Institution (Jessup)	51	46	45
Maryland House of Correction (Jessup)	0	0	0
Maryland Correctional Institution, Jessup	32	27	16
Maryland House of Correction - Annex (Jessup)	0	0	0
Maryland Pre-Release System (Eastern Shore with Somerset County)	49	30	42
Maryland Correctional Institution for Women (Jessup)	23	45	62
Occupational Skills Training Center (Baltimore)	101	123	188
Total	**741**	**684**	**813**

Correctional Education Program

May 1, 1995 Enrollment Comparisons by School

Academic Enrollments

Institutional School	FY94	FY95	FY96
Eastern Correctional Institution, East Compound School	281	288	247
Eastern Correctional Institution, West Compound School	263	300	242
Maryland Correctional Institution, Hagerstown	371	404	402
Maryland Correctional Training Center (Hagerstown)	245	483	302
Roxbury Correctional Institution (Hagerstown)	279	388	333
Maryland Penitentiary (Baltimore)	104	95	69
Patuxent Institution (Jessup)	152	96	110
Maryland House of Correction (Jessup)	148	178	119
Maryland Correctional Institution, Jessup	181	204	228
Maryland House of Correction - Annex (Jessup)	120	72	221
Maryland Pre-Release System (statewide)	477	497	367
Maryland Correctional Institution for Women (Jessup)	134	93	114
Occupational Skills Training Center (Baltimore)	0	0	0
Total	**2755**	**3098**	**2754**

Correctional Education Program

May First Enrollment Comparisons by School

Post Secondary Enrollments

Institutional School	FY94	FY95	FY96
Eastern Correctional Institution, East Compound School	127	122	0
Eastern Correctional Institution, West Compound School	102	104	0
Maryland Correctional Institution, Hagerstown	116	0	0
Maryland Correctional Training Center (Hagerstown)	88	63	12
Roxbury Correctional Institution (Hagerstown)	0	0	0
Maryland Penitentiary (Baltimore)	190	142	0
Patuxent Institution (Jessup)	0	0	0
Maryland House of Correction (Jessup)	156	133	0
Maryland Correctional Institution, Jessup	93	79	0
Maryland House of Correction - Annex (Jessup)	97	68	0
Maryland Pre-Release System (statewide)	0	0	0
Maryland Correctional Institution for Women (Jessup)	45	33	0
Occupational Skills Training Center (Baltimore)	0	0	0
Total	**1014**	**744**	**12**

Correctional Education Program

May First Enrollment Comparisons by School

Occupational Program Enrollments

Institutional School	FY94	FY95	FY96
Eastern Correctional Institution, East Compound School	44	57	60
Eastern Correctional Institution, West Compound School	47	41	41
Maryland Correctional Institution, Hagerstown	33	30	36
Maryland Correctional Training Center (Hagerstown)	112	124	87
Roxbury Correctional Institution (Hagerstown)	104	87	77
Maryland Penitentiary (Baltimore)	0	0	0
Patuxent Institution (Jessup)	53	51	48
Maryland House of Correction (Jessup)	0	0	0
Maryland Correctional Institution, Jessup	28	14	28
Maryland House of Correction - Annex (Jessup)	0	0	0
Maryland Pre-Release System (statewide)	15	44	68
Maryland Correctional Institution for Women (Jessup)	63	41	59
Occupational Skills Training Center (Baltimore)	58	116	113
Total	**557**	**605**	**617**

Non-occupational enrollments not reflected. These include child development program at the Maryland Correctional Institution for Women and Employment Readiness classes offered in the Maryland Pre-release System.

Correctional Education Program

May First Enrollment Comparisons by School

Assigned Full-time Inmate Aides

Institutional School	FY94	FY95	FY96
Eastern Correctional Institution, East Compound School	36	53	45
Eastern Correctional Institution, West Compound School	48	48	64
Maryland Correctional Institution, Hagerstown	50	41	45
Maryland Correctional Training Center (Hagerstown)	64	66	87
Roxbury Correctional Institution (Hagerstown)	71	74	80
Maryland Penitentiary (Baltimore)	28	22	12
Patuxent Institution (Jessup)	35	34	38
Maryland House of Correction (Jessup)	25	19	35
Maryland Correctional Institution, Jessup	69	70	77
Maryland House of Correction - Annex (Jessup)	28	16	40
Maryland Pre-Release System (statewide)	15	13	20
Maryland Correctional Institution for Women (Jessup)	18	16	20
Occupational Skills Training Center (Baltimore)	0	0	0
Total	**487**	**472**	**563**

Correctional Education Program

May First Enrollment Comparisons by School Enrollments (all levels and aides, unduplicated) vs. Population

Institutional School	FY95 Total In-mates	FY95 Educ. In-mates	FY95 Ratio	FY96 Total In-mates	FY96 Educ In-mates	FY96 Ratio
Eastern Correctional Institution, East Compound School, Somerset County	1304	520	0.399	1356	352	0.2596
Eastern Correctional Institution, West Compound School, Somerset County	1305	456	0.349	1285	347	0.27
Maryland Correctional Institution, Hagerstown	1834	475	0.259	1835	783	0.4267
Maryland Correctional Training Center (Hagerstown)	2885	736	0.255	2909	488	0.1678
Roxbury Correctional Institution (Hagerstown)	1891	549	0.29	1910	490	0.2565
Maryland Penitentiary (Baltimore)	889	259	0.291	1311	91	0.069
Patuxent Institution (Jessup)	890	181	0.203	885	196	0.2215
Maryland House of Correction (Jessup)	1192	330	0.277	1198	154	0.1285
Maryland Correctional Institution, Jessup	1134	367	0.324	1144	333	0.2911
Maryland House of Correction - Annex (Jessup)	1722	88	0.05	1830	261	0.1426
Maryland Pre-Release System (statewide)	3230	565	0.175	3467	455	0.1312
Maryland Correctional Institution for Women (Jessup)	819	212	0.259	771	193	0.2503
Occupational Skills Training Center (Baltimore)	0	116	N/A	0	113	N/A
Total	**19095**	**4854**	**0.254**	**19901**	**4256**	**0.214**

Note: Total prison population does not include inmates housed outside of the listed facilities at locations such as the Maryland Correctional Adjustment Center, Home Detention, Reception and Diagnostic Center and other locations. Decrease in enrollments is related primarily to the closure of most college programs for inmates in response to changes in federal Pell grant regulations.

Appendix I, Record of Meeting, Page 22

Educational Coordinating Council for Correctional Institutions

June 28, 1996

The Maritime Institute of Technology,
3:30 p.m.

Members in attendance or represented:

Dr. Nancy Grasmick, chairperson, presiding
Commissioner Richard A. Lanham, Maryland Division of Correction
Mr. Rudolph DePaola, Baltimore County, citizen member
Dr. Emmanuel Goldman, Maryland Higher Education Commission, representing Secretary Patricia Floristano
Ms. Christine Goodlake, Patuxent Institution, representing Director J. Henneberry

Absent and not represented:

Superintendent of Washington County Schools Wayne Gersen

Materials:

agenda; draft Council report

Proceedings:

I. Chairperson Dr. Nancy Grasmick called the meeting to order and requested that members, staff and guests introduce themselves. Dr. Grasmick complemented staff on the awards ceremony and reviewed the agenda with the council

II. Dr. Grasmick asked Mr. Linton, Director of Correctional Education, to present a verbal overview of the draft council report. Mr. Linton made particular reference to the impact of college funding loss on the educational participation level in Maryland corrections, to the fiscal 1996 outcome statistics for the correctional program, to the particular contributions of supplemental "inmate welfare account" funding of education and library services, to changes in statute concerning "mandatory education," to developments related to capital projects within Maryland corrections, to technology in correctional education, and to school improvement processes in Correctional Education.

Members discussed the use of inmate welfare funds. Dr. Grasmick complemented Commissioner Lanham on the priority placed on education and library services as decisions

pertaining to the use of the welfare funds have been made. Commissioner Lanham stressed his attention to continue with this priority.

Members discussed the implications of capital project developments. Commissioner Lanham completed MSDE on successful operation of the school and library at the Maryland House of Correction Annex. Members discussed the opening schedule for the Western Correctional Institution. Members discussed the development of the program plan for the Maryland State Penitentiary/Metropolitan Transitional Services Center in downtown Baltimore. Commissioner Lanham described the population as high turnover. Mr. Linton explained that staff hope to provide appropriate pre-release instructional services. Dr. Sanders presented the agenda of the meeting proposed by staff and obtained concurrence on the meeting plan.

II. Dr. Grasmick requested a review of new legislation impacting Mandatory education regulations. Mr. Linton highlighted the changes in the new legislation, particularly the threshold for eligibility increasing from an eighth grade tested level to attainment of a high school diploma and inclusion of vocational education as an option to meet the mandatory requirement. Commissioner Lanham complimented Dr. H. David Jenkins on his work to assure that Division of Correction case management staff will identify eligible inmates. Commissioner Lanham indicated his priority to apply inmate welfare funds to the enrollment challenges which the new requirements might create.

III. Dr. Grasmick asked Dr. Carolyn Buser to review the status of the school improvement process in Maryland Correctional Education. Dr. Buser gave background and asked for the Council's endorsement of proposed standards in two data based areas, attendance and GED examination pass rates. 96% was approved as the "excellent"standard for attendance, with 94% as the "satisfactory" level. 75% was approved as the "excellent" standard for the GED passing rate, 60% was approved as the "satisfactory" standard. Dr. Grasmick reflected on the importance of identifying consequences of poor school performance, and failure to establish a pattern of school performance progress.

IV. Mr. DePaola expressed his appreciation for staff in the Correctional Education Program and for the support of the other Council members. Dr. Grasmick thanked Mr. DePaola for his active and extensive volunteer service.

V. Dr. Grasmick called for the adjournment of the meeting at approximately 4:45 p.m.

HOUSE BILL 1073

F1 6lr2421

By: **Delegate C. Davis**
Introduced and read first time: February 7, 1996
Assigned to: Judiciary

Committee Report: Favorable with amendments
House action: Adopted
Read second time: March 22, 1996

CHAPTER 299

AN ACT concerning

Education Coordinating Council for Correctional Institutions

FOR the purpose of altering the ~~circumstances under which~~ educational standards that inmates ~~shall be~~ are required to meet ~~certain educational standards~~ under certain regulations adopted by the Education Coordinating Council for Correctional Institutions; ~~expanding the application of the regulations to certain inmates~~ requiring, under the regulations, certain inmates to participate in a certain education program for a certain period of time or a vocational training program; extending the period of time for which certain inmates are required to participate in a certain education program under the regulations; ~~requiring certain inmates to participate in a vocational training program;~~ making a ~~conforming~~ technical change; altering the application of the regulations; providing for the effective date of this Act; and generally relating to the duties of the Education Coordinating Council for Correctional Institutions.

BY repealing and reenacting, with amendments,
Article – Education
Section 22–102
Annotated Code of Maryland
(1992 Replacement Volume and 1995 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.
[Brackets] indicate matter deleted from existing law.
Underlining indicates amendments to bill.
~~Strike-out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

2 **HOUSE BILL 1073**

1 **Article – Education**

2 22-102.

3 (a) The Education Coordinating Council for Correctional Institutions shall
4 develop and recommend an educational program for each correctional institution in the
5 Division of Correction. The programs shall meet the special needs and circumstances of
6 the inmates in the institution.

7 (b) (1) The Council shall adopt regulations for all correctional institutions in
8 the Division of Correction for the implementation of a mandatory education program for
9 all inmates who fail to attain a minimum educational standard as set forth in this
10 subsection.

11 (2) The regulations adopted by the Council shall require that:

12 (i) ~~1.~~ ~~In [1988,] 1996, the~~ THE educational standard shall be the
13 [6th grade equivalent in reading on the Test of Adult Basic Education (TABE)]
14 ATTAINMENT OF A GENERAL EDUCATION DIPLOMA (G.E.D.) OR A VERIFIED HIGH
15 SCHOOL DIPLOMA;

16 ~~2. In [1989,] 1997, the minimum educational standard shall be~~
17 ~~the 7th grade equivalent in reading on the Test of Adult Basic Education (TABE); and~~

18 ~~3. In [1990] 1998 and thereafter, the minimum educational~~
19 ~~standard shall be the 8th grade equivalent in reading on the Test of Adult Basic~~
20 ~~Education (TABE);~~

21 (ii) The regulations shall only apply to any inmate who:

22 1. Is received by the Division of Correction after July 1, 1987;

23 2. Has ~~[18]~~ 12 months or more remaining to be served before a
24 mandatory supervision release date;

25 3. Is not exempted due to a medical, developmental, or learning
26 disability; AND

27 4. Does not possess a [verified] General Education Diploma
28 (G.E.D.) or a VERIFIED high school diploma[; and

29 5. Does not attain a minimum educational standard in reading
30 on the Test of Adult Basic Education (TABE)];

31 (iii) Any inmate who is not exempted under subparagraph (ii)3 of this
32 subsection shall participate in ~~the~~ :

33 1. THE mandatory education program for at least [90] ~~180~~ 120
34 calendar days; [and] OR

35 ~~(IV) AN INMATE WHO HAS NO VERIFIED WORK EXPERIENCE SHALL~~
36 ~~PARTICIPATE IN~~

37 2. A VOCATIONAL TRAINING PROGRAM; AND

~~[~~(iv)~~]~~ (IV) The Division of Correction shall report to the Parole Commission the academic progress of an inmate in the mandatory education program.

(c) On or before June 30 of each year, the Council shall report its activities to the Governor and, subject to § 2-1312 of the State Government Article, to the General Assembly.

(d) (1) The Council shall actively advocate and promote the interests of educational programs and opportunities in correctional institutions. The Council shall seek to ensure that a quality education and equal educational opportunity are available to all inmates at correctional institutions.

(2) The Council shall on a regular basis review the program of instruction used in educational programs at correctional institutions to ensure that the unique educational needs of the populations of correctional institutions are being satisfactorily met.

(3) The Council shall include in its review:

(i) Curriculum guides;

(ii) Courses of study;

(iii) Resource materials;

(iv) Textbooks;

(v) Supplementary readers;

(vi) Materials of instruction;

(vii) Visual and auditory aids;

(viii) Supplies;

(ix) Teacher performance; and

(x) Other teaching aids.

(4) Based on their review, the Council shall recommend and advocate improvements to the educational programs at correctional institutions.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 1996.

Approved:

_____
Governor.

_____
Speaker of the House of Delegates.

_____
President of the Senate.